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ABSTRACT

A teacher education program especially designed to prepare teachers for teaching at the middle school level is advocated. A description is given of the education program, curriculum design, and degree requirements for five institutions having outstanding middle school programs--Gordon College in Massachusetts, Findlay College in Ohio, Illinois State University, University of Florida, and University of Georgia. A model program is outlined for possible implementation at Central Michigan University. (JD)

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MIDDLE SCHOOL TEACHER EDUCATION

Thomas E. Gatewood

Sabbatical Leave
Winter Semester 1978

SP 015 155

MIDDLE SCHOOL TEACHER EDUCATION

I. INTRODUCTION

In 1972, responding to the increased number of inquiries coming into the Michigan Department of Education on the subject of middle schools, the Department appointed a task force to provide basic philosophical ideas for a projected Departmental position paper on middle schools in Michigan. The task force held a series of meetings in the spring of 1972; and as a result of the input provided by this group, the projected position paper was developed and submitted to the Department's Council on Elementary and Secondary Education. The Council suggested that the paper be submitted to an advisory group made up of representatives from various professional educational associations for further review.

As a result of comments and suggestions made by this second group, the paper passed through several successive drafts. The "final" draft, called "The Education of Youth in the Middle Years," was developed in the early winter of 1973. This fifty-page paper contained an extensive introduction, which included an historical overview of the middle school movement, as well as a description of the characteristics of youth of this age. Although the paper was never presented to the State Board, it did receive wide-spread circulation, both throughout Michigan and nationally, in its "working draft" form.

Next, the Michigan Association of Secondary School Principals began to explore the question of the role of middle schools, and in February, 1974, the MASSP appointed a task force to develop a position paper on middle schools. The task force held a series of meetings concerning the task, and its most intensive work was done during the summer of 1974, during which time a position paper was developed by MASSP.

In January, 1975, the MASSP Executive Secretary, Mr. Robert Hall, met with State Superintendent of Public Instruction John W. Porter to discuss the implications of the MASSP position paper. The outcome of this meeting was the appointment of a Joint Committee on the Education of Youth in the Middle Years, which was to be made up of representatives from the MASSP and the Department of Education. The major task of the Joint Committee was to develop a paper that would represent the melding of the two previously-developed position papers--the Department's and MASSP's. In February of 1976, State Superintendent Porter submitted a memorandum to the State Board of Education regarding adoption of the Joint Committee's position paper. The following month the State Board approved the following recommendations from the paper:

1. Approved the paper entitled, "The Education of Youth in the Middle Years."

2. Authorized the distribution of the paper throughout the state.

3. Appointed a task force to investigate the issues of teacher competency, pre-service and in-service teacher education, and teacher certification for teachers of youth in the middle years and to make recommendations to the State Board of Education and the educational community regarding these issues.

I was a participant in all of these complex, bewildering committee-task force proceedings and position paper writings from 1972-1976, and also served in 1977 as a member of the Task Force to Investigate the Issues of Teacher Competency, Pre-Service and In-Service Education, and Teacher Certification for Teachers of Youth in the Middle Years. The Task Force was established in accordance with Recommendation #3 above, met for four days at Central Michigan University in August of 1977, and submitted its report and recommendations to the State Board of Education in November of 1977. The recommendations, which included a change in the certification code to mandate middle school certification for all teachers of grades 5-9, was to have gone to the State Board in February of 1978. It did not. A few weeks later, I learned the reason why. A <u>new</u> task force, would you believe it, was being assembled by the State Board of Education and the State Department to study the <u>entire</u> teacher certification code and to make recommendations concerning its revision. It appears that the middle school recommendations had the misfortune of arriving before the State Board at about the same time as recommendations for certificate revision from two separate groups: a group representing pre-school certification interests and another representing reading certification. Rather than deal with these in a separate and uncoordinated

fashion, the Board apparently decided to establish the present omnibus task force.

Thus, after six years of intense efforts, the new middle school state certification requirements that had seemed so imminent were now to be delayed still longer. My original sabbatical proposal had been built around the optimistic anticipation of the new requirements for middle school teachers and the subsequent need to develop a new middle school teacher education program for Central Michigan University in line with those requirements. With such a mandate now in doubt, at least in the near future, the original proposal was revised to develop a program for CMU within the present structure of the teacher education curriculum and the current certification code for Michigan teachers. More specifically, the revised objectives of the sabbatical leave program were:

1. Study the available literature and research relative to middle school teacher education.

2. Visit and study existing middle school teacher education programs at several universities and colleges in the United States.

3. Develop a proposed middle school teacher education program for Central Michigan University.

II. REVIEW OF LITERATURE AND RESEARCH RELATED TO MIDDLE SCHOOL TEACHER EDUCATION

To establish an appropriate context and purpose for the visits to the colleges and universities and to provide a background for the development of a program model, considerable time was devoted to a review of literature and research related to middle school teacher education.

Approximately 5,000 middle schools were established by Fall, 1976; and projecting forward on this basis, the prospect exists of an additional 5,000 such schools emerging within the next decade.[1] Michigan leads the nation with 250 middle schools. Along with its rapid emergence, the middle school has promised to overcome the many long-criticized problems of the junior high school through implementation of a host of exciting changes which would establish the school as a distinct organization serving a unique group of students. But what the middle school has promised has not been in reality what it has delivered. The middle school movement has not substantively changed anything in the basic educational programs and practices of actual schools; the same sins committed in the past by junior high schools have been repeated all over again by middle schools. Most middle schools have little uniqueness or identity of their own. Rather, their programs tend to be facsimiles of high school programs.[2] Most middle schools were organized for reasons more administrative than educational. They have provided a tidy solution to such administrative problems as overcrowded classrooms, utilization of new (or old) facilities, and racial

desegregation by playing a numbers game with the grade levels housed in the middle school or junior high school. Such reasons have not been accompanied by material improvement in the education of middle school students because they have had little effect upon the heart and soul of education--the teacher.

Middle schools will achieve their promise only as their teachers change; however, teachers will change only as they receive a much different form of professional pre-service training at the university level than have most teachers in the past. Uniqueness in middle school teacher preparation will ultimately effect unique middle school programs. However, the present status of such programs is dismal at best.

For more than twenty-five years, the literature on intermediate education has been replete with articles decrying the lack of properly trained teachers and the seeming reluctance of colleges, universities and state departments of education to initiate or support pre-service and in-service training and certification programs.[3] A dozen articles point to the failure to properly inform and effectively train teachers as the single most important reason for both the inability of the junior high school to fully achieve its goals and the threat to the potential success of the emerging middle school movement.

All of this concern is founded upon fact. A study in 1973 surveyed the status and general characteristics of middle school teacher preparation programs in the 833 member institutions of the American Association of Colleges for Teacher Education. Of the 639 institutions responding, only 22.6 percent reported a formal program for the pre-service preparation of middle

school teachers. But only 4.5 percent of those formal programs had their own identity and were independent of either elementary or secondary teacher preparation programs.[4] In the absence of formal preparation programs, middle school teachers receive training more appropriate for teaching at the high school level. What results in their classrooms is quite antithetical to the middle schools' curricular and instructional goals. Clearly, middle school teacher preparation has been teacher education's most neglected area.

One might reasonably expect that following a quarter century of increasing awareness and agitation for improved teacher preparation for schools in the middle, a changing pattern might be emerging. In fact, the evidence does seem to suggest that state departments of education and teacher training institutions are beginning to offer some assistance to long-suffering public school educators in search of appropriate training for their faculties.[5]

In 1968, stimulated by an apparent lack of special middle school teacher certification, Pumerantz surveyed the 50 state departments of education to determine the extent to which special middle school teacher certification requirements had been established. This 1968 survey revealed that only two states, Nebraska and Kentucky, had official middle school certification requirements. Nine other states were in the process of planning a new set of specific requirements, while 39 states anticipated no change in certification to accommodate the middle school movement. Pumerantz hypothesized that one reason for the lack of change was that then existing overlapping certificates allowed teachers to be placed in the middle school with little difficulty.[6]

Currently, eight states report a middle school certificate.[7] An interesting pattern is found among these states. The pattern developed out of attempts to accommodate the vast numbers of teachers who were already teaching in these schools, and who were fully certified prior to the adoption of the special middle school certificates. Each of the states which now offer a certificate provides exceptions which make it possible to teach in the middle school with either an elementary or secondary certificate. In these states, therefore, middle school certification is now possible, but not really mandatory.

As the number of middle schools grew so rapidly over the last decade, the demand for a different type of teacher increased by the same proportions. School and university leaders across the country began to develop guidelines as to the characteristics which would describe effective middle school teachers.[8] When these guidelines emerged they were quickly followed by a flurry of ideas about what middle school teacher education programs should be like.

Over a period of several years a relatively complete consensus has developed concerning the characteristics of effective middle school teacher education programs.[9] Principals and teacher educators have outlined model programs which have much in common with standard elementary and secondary programs, but which also have certain predictable differences. Listed below are some of the recommended program components for middle school teacher preparation presented in the literature:

1. A special emphasis on a knowledge of transescent learners

2. The middle school concept--goals and programs for transescents
3. A broad academic background, with specialization in at least two allied areas of the curriculum
4. Special methods of teaching emerging adolescent learners
5. Courses in the teaching of reading
6. Training in affective education and techniques of guidance
7. Learning theory
8. Skills of classroom group management and discipline
9. Continuing seminars which help the prospective teacher integrate what he has learned
10. An early and sustained series of clinical experiences in middle schools, beginning with observation and progressing gradually to the level of full responsibility for the learning program

Middle school teacher education has, as evidenced by the above, evolved to the point where the profession has reached agreement on two very important factors: the characteristics of both effective middle school teachers, and of the program components which should be included in a model middle school teacher education program.

A third phase of the process is now underway. Functioning middle school teacher education programs now operate in more than a dozen colleges and universities across the country. For the first time educators have an opportunity to examine these early efforts, to see how they match the "shoulds" of earlier guidelines, to see how they compare with each other, and

to determine what these programs do and do not accomplish. These twelve programs represent the South, East, Midwest and West, appearing to offer some differences in approach which vary in style as widely as they do in location. Some programs, for example, require a full two-year involvement, others only one intensive quarter. Several institutions offer exclusively undergraduate programs while others offer both graduate and undergraduate. The one characteristic which all of these programs share is that each intends to deliver a well-trained middle school teacher to the public school system.

Several of the earliest efforts in middle school teacher education developed into what might be called "add on" programs. Apparently the first functioning middle school teacher education program to emerge during the decade of the seventies was at the University of Florida, Gainesville, Florida. This program appeared in response to a new but severely limited special middle school certification process which stipulated that teachers who held only the middle school certificate could teach only in schools identified as middle schools by the State Department of Education. This limited participants to potential employment in far fewer schools than holders of the broader elementary or secondary certificate. As a result, a beautifully designed comprehensive two year program for the preparation of middle school teachers had no one enrolled in it, and an "add-on" quarter was developed and has been very popular.

The "add-on" programs at the University of Florida, Florida Atlantic University (Boca Raton, Florida), and at Kent State University (Kent, Ohio) assume that a well-prepared elementary or secondary teacher who demonstrates an interest in or commitment to teaching in the middle school can, with some additional training, develop into a well-prepared middle school teacher. These programs are primarily post-baccalaureate non-degree certification experiences which require that the candidate spend an additional quarter or semester in an intensive combination of on-campus study and school-based practicum work. Typically, the student spends twenty to twenty-five hours per week in a school, returning to campus for supporting classes and seminars in the afternoon or evening. At the University of Florida, a master's program in middle school education also includes the field experience quarter.

These "add on" programs appeared, somewhat coincidentally, at the same time as the competency-based teacher education movement (CBTE) became popular. As a result, these programs have attempted to: spell out the competencies which a well-prepared middle school teacher should possess; design appropriate learning activities; and develop assessment procedures to evaluate the competencies. These efforts at CBTE seem, for the most part, to remain at the theoretical model stage rather than having been translated into actual program components.

At least nine colleges and universities [10] have programs contained within departments which place emphasis on other preparation programs; e.g. Secondary, Elementary, Curriculum and Instruction. There do not

appear to be, as yet, any departmental organizations in the area of undergraduate teacher education which are exclusively focused on the middle school area. This lack of independence tends to be reflected in the components of the programs, largely through the department's traditional efforts having intruded into the middle school program. Middle school programs contained within secondary departments look different from those contained within elementary departments.

Several of the programs, however, do appear to have been able to achieve a measure of emancipation from other preparation models.[11] In these designs one is much more likely to encounter, as the core of the sequence, a child development course which actually includes the words "transescent" or "middle school learner" in the title of the course. Here, also, are found one or more special methods classes which focus on middle school students. Courses in the teaching of reading, sometimes aimed directly at the middle school level, are included in almost every one of these programs. The emphases of the academic components of the preparation plans are, in every case, aimed at a broad background with at least two areas of study required. Student teaching at the middle school level is required of all students in each of the nine colleges and universities.

In addition to these common elements other encouraging innovations are present in one or more of these first attempts at the preparation of middle school teachers. Several universities offer a course within the program which aims at providing teachers with the skills necessary for assuming the

responsibilities of affective education. Others attempt to model the process by designing advisor-advisee programs as a part of the teacher preparation process. Courses such as "Literature for the Early Adolescent," "Interdisciplinary Seminar," and "Critical Issues in Middle School Education" are present in more than one plan. Several of these schools also attempt to inject at least an awareness of the significance of the "competency" approach into the preparation process.

Preparing professional educators to work with emerging adolescents is the phase of the teacher education continuum which has suffered most from inattention, resulting in confusion, widespread misunderstanding, and simple, but serious, lack of commitment. The profession now, however, seems to have reached consensus about both the characteristics of the teachers that are most effective and the components of the programs which are most likely to produce these professionals. The programs which now function are in tune with the guidelines from the literature.

Time seems to be the major factor involved in improving these programs, but in-service staff development and state certification patterns are far from where they need to be. Individuals and professional associations at the state and national levels must continue to press for needed changes in these areas. There lies the challenge for the future of the middle school movement.

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10. Appalachian State University, Boone, N.C.; Findlay College, Findlay, Ohio; Gordon College, Wenham, Mass.; Florida Atlantic University, Boca Raton, Fla.; The State University of New York at Oswego, Oswego, N.Y.; University of Georgia, Athens, Ga.; University of Northern Colorado, Greeley, Col.; University of South Florida, Tampa, Fla.; University of Wyoming, Laramie, Wy.

11. Notably, the program at Appalachian State University, Boone, N.C.

III. IN-DEPTH ANALYSIS OF FIVE EXEMPLARY MIDDLE SCHOOL TEACHER PREPARATION PROGRAMS

From the small number of oustanding middle school teacher education programs in the United States, five were selected for first-hand analysis. Gordon College of Wenham, Massachusetts, and Findlay College of Findlay, Ohio, were chosen because they are small, private, liberal arts institutions. Illinois State University, Normal, Illinois; University of Florida, Gainesville, Florida; and University of Georgia, Athens, Georgia, are large, public-supported. multiple-purpose universities. All five institutions have outstanding, nationally-recognized middle school programs. Contacts were made and visits arranged in a period of time ranging across the entire months of February and March, 1978.

A. Gordon College-Wenham, Massachusetts

As the Pan Am flight from Detroit made its final approach to Logan Airport in Boston under a clear, star-filled sky, the bright lights below sketched a beautiful outline of the city juxtaposed against the darkness of the Atlantic Ocean. Little did I realize that within 24 hours this breathtaking scene would turn into one of the worst nightmares in the history of New England. The next day a monster snowstorm--the biggest in Massachusetts history--clobbered the area. In less than 24 hours, 30 inches of snow, driven by hurricane-force winds of 70-90 miles per hour, had fallen. Drifts of 20 feet were common. The eastern half of the state came to an absolute standstill, with all vehicular traffic banned from the streets and highways under a state

of emergency declared by the governor. Needless to say, my visit itinerary to Gordon College was somewhat affected since I was stranded for four days in a motel, a virtual prisoner of the storm. But in the short time before the storm and during a couple of days afterward, I did meet most of my objectives for the visit. The information gathered follows.

Gordon College, founded in 1889, is a small (1,200 students), undergraduate liberal arts college. While not affiliated with any church, it does maintain a religious perspective in all of its programs. Its setting in Wenham, Massachusetts, is pure New England, from the rolling, wooded hills and lakes to the 200-300 year-old salt-box homes and red-brick buildings which line every street and surround every village green.

The person I had first contacted to arrange the visit, and also a personal friend, was Dr. James Garvin, Director of Middle School Education at Gordon. The entire teacher training program is small, enrolling approximately 100 students across the four years in elementary, middle school and high school preparation curricula.

The middle school teacher education program at Gordon is relatively new, with the first class of 10 completing the program and graduating only last June, 1977, and small, with 20 students currently enrolled.

Students enter the program in their freshman year. No formal admission screening takes place. The following courses comprise the middle school professional teaching sequence (Gordon follows a quarter plan):

111 History, Organization and Philosophy of the Middle School

218 Introduction to Children with Exceptional Needs

210 Human Growth and Development

312 Educational Psychology

313 Educational Measurement

326 Introduction to the Teaching of Reading

335 Educating Children with Exceptional Needs in the Regular Classroom

420 Special Methods within the Middle School (double course)

425 Practicum in the Middle School (11 weeks)

433 Reading in the Content Area

491 Senior Seminar--Critical Issues in Middle School Education; The Nature of the Pre-Adolescent

All of the above courses have a minimum lab assignment at a collaborative middle school, the Rupert Nock Middle School, under the direction of the Principal, Eugene Case. I spent a full day at the school visiting classes and talking with Gordon College students and staff members. More information on the Nock Middle School will be provided later. Education 111, 420, 425, and 491 are taught in collaboration with the Nock staff. The two pages which follow have tables showing in what year and quarter each of the courses is taken. Note that the professional sequence allows either an elementary or a secondary emphasis since Massachusetts has no separate middle school certificate. The elementary sequence is normally pursued by those who desire to teach grades 1-6; secondary grades 7-9.

GORDON COLLEGE
Suggested Schedule for Middle School Majors
Elementary Education Sequence

YEAR	FALL	WINTER	SPRING
1	Eng. 110 Writing and Research Bib. 101 Understand. the O.T.		
2	Ed. 210 Human Grow&Dev. (F&L) Math 105 Conc. of EL Math I (F&L) Ed. 113 Foundations of Ed. Middle School	Ed. 218 Intro. to Children w/Special Needs (F&L) Ed. 312 Ed. Psych. Phys. 105 Energy and Man	Math 106 Conc. of El. Math II (F&L)
3	Ed. 326 Intro. Tching Read.	Ed. 313 Ed. Measurement & Evaluation (F&L) Ed. 322 Elem. School Organ.	Ed. 335 Ed. Child w/Exceptional Needs in Reg. Class (F&L) Ed. 327 Tch. Read. in El School (F&L)
4	Ed. 417 Spec. Methods I Ed. 418 Spec. Methods II Ed. 423 Pre-practicum (F&L) NS 111 Conc. of El. Science	Ed. 315 Ed. Philosophy	Ed. 425 PRACTICUM

Underlined courses are Middle School (Elementary Sequence) major requirements.
Revised core curricular requirements for Middle School (Elementary Sequence) major:

1) Elem. Math courses 105, 106 take the place of the Math Core requirement.
2) Ed. 315, Ed. Phil, is the required Philosophy core option.
3) Physics 105 is the required Chemistry or Physics core option.
4) Ling. 201 and 202 are required in place of foreign language.
5) Psy. 101, Intro. to Psych., must be one of the core options taken in the Social and Behavioral Science Division.
6) United States History must be one of the History core options.

(F&L = Field and Lab experience).

MIDDLE SCHOOL TEACHING MAJOR

	FALL	WINTER	SPRING
Freshman	Core Option Core Option Core Option Teaching Concentration Elective	Core Option Core Option Core Option Teaching Concentration Elective	Core Option Core Option Core Option *Ed. 111-Organ. History and Phil. of Mid School
Sophomore	Core Option Linguistics I Ed. 313-Ed. Measurements Teaching Concentration Elective	Core Option Linguistics II *Ed. 312-Human Growth & Development *Ed. 326-Intro. to the teaching of reading	Core Option *Ed 312-Ed. Psychology Teaching Concentration Elective Core Option
Junior	*Ed. 218-Intro. to Child. w/ Ex. Needs *Ed. 433-Reading in Content area Core Option Independent Study	*Ed. 335-Educating Child. w/ Ex. Needs in Reg. Classroom Ed. 315-Ed. Philosophy Core Option Teaching Concentration Elective	Core Option *Mid. Sch. Independent Study Teaching Conc. Elective Teaching Conc. Elective
Senior	*Ed. 420-Special Methods (double course) Core Option Teaching Concentration Elective	*Practicum in a Middle School	*Ed. 491-Sr. Seminar-Critical Issues in Middle School Ed. Elective Elective Elective

*Required Field and Lab Activities at the Ruppert A. Nock Middle School, Newburyport, MA

Suggested Independent Studies Topics

1. Guidance for the middle school teacher
2. Collaborative skills for interdisciplinary work
3. Tutoring in the middle school
4. Micro teaching
5. Media in the middle school

Each student must have emphasis (majors) in at least two subject areas. Further, the core curriculum (general education) of the College must be completed, with the following modifications: two linguistics courses are normally required for fulfillment of the core language requirement; a course in philosophy of education is required to fulfill the philosophy core option; and a general psychology course must be taken in the social and behavioral science core option.

As mentioned earlier, the Rupert Nock Middle School in Newburyport, Massachusetts, is the collaborative school for the Gordon Program. Nock is recognized as one of the most outstanding middle school programs in New England. All of the courses in the program have a field and lab activity in the school. In addition, senior year directed teaching is also there. Three members of the Nock faculty team teach the 420-Special Methods within the Middle School double course. In all other courses, the classroom component of the course is taught on the Gordon campus and the field-lab experience is carried out at Nock by assigning each student to an interdisciplinary teaching team. Each teaching team is comprised of four specialists in English, math, social studies and science, thus exposing students to a model appropriate uniquely to the middle school. Students are rotated from team to team as each different course is taken. This exposes them to a great variety of teaching styles over the four years of the program. After this intensive and long-term field-lab experience, most of the Gordon students are highly mature

and polished teachers, much more so than their peers who have graduated from more conventional programs. This is revealed in the fact that all graduates were placed in teaching positions at the end of the 1976-77 academic year.

An interesting component of the Gordon Program is the writing of personal conceptual model designs. In the freshman year, each student describes in writing the kind of teacher he/she would like to become. This is rethought and rewritten periodically throughout the program after each successive learning experience. Open-ended questions are used to help students develop the model. In addition, each student keeps a journal throughout all field-lab experiences.

In order to insure that students are provided with direction related to instructional learning environments and activities commensurate with his/her personal model, the College appoints three advisors for each student. One represents the College, another the team teaching coordinators of the Nock Middle School, and a final is a middle school classroom teacher. Each student then has three professionals to call upon for advice in the four years of the Program. Also, seniors serve as advisors to incoming students and as aids in the Foundations Middle School Education course.

At the end of the program, each student undergoes an oral comprehensive examination with members of the College teaching staff and selected representatives from the Nock School. The evaluation will determine the

confidence level upon which the Department of Education can or cannot recommend the candidate for certification and future teaching opportunities. The student also completes in writing a final personal teaching model.

Following are specific program objectives and competencies students are expected to demonstrate during the program and some of which will be tested on the final oral comprehensive examination:

1. To have a broad base of general education experiences in the arts and sciences.

2. To have a broad base of professional courses in general principles of education including philosophy of education, educational psychology, growth and development, test and measurements and principles of education.

3. To have a broad base of specialized professional courses including introduction to reading problems, reading in the content area, introduction to children with special needs and educating children with special needs in the regular classroom.

4. To have an understanding of the middle school and pre-adolescents including history, philosophy and organization of the middle school, the nature of the pre-adolescent, methods, organization and curriculum in the middle school, a full practicum in a middle school.

5. To have two subject area concentrations of no less than seven courses in each.

6. A broad base of field and lab experiences in a variety of middle schools contiguous to coursework throughout the program.

7. To develop personal goals, accept greater personal responsibility for learning activities and to design with professional advice independent study work.

8. To develop a strong personal human model that is both confident and competent.

9. To develop a philosophy about life from which his total preparation can derive meaning and structure. For the Christian this culminates in a continual faith and learning integration throughout the total learning process.

Consequently, when the candidate completes his program he/she ought to be able to demonstrate the following:

1. A working knowledge of each course content in the total sequence demonstrated by the appropriate evaluation method of each professor. A minimum proficiency level 2.0 is required to enter the practicum level.

2. Mature behavior in accepting all the responsibilities pertaining to field and lab experiences as evaluated by selected in-the-field supervisors.

3. An ability to think independently and critically assessed by the total teaching staff throughout the program and the continual rewriting of the personal model.

4. The ability and desire to accurately assess one's growth in teaching. This will be evident through the teaching model.

5. The ability to teach and otherwise relate to the ten to fourteen-year-old pupil. This will be assessed carefully throughout all lab experiences culminating with student teaching.

6. A general knowledge of professional organizations and literature related to middle school education.

7. To show competence in speaking and writing.

8. To demonstrate in his/her life consistency and growth in the Christian value system upon which the Gordon program is based.

9. An ability to prepare clear and thorough lesson plans.

10. An ability to select and write meaningful and clear objectives.

11. A skillful questioner; able to use a variety of types of questions such as probing, higher order, and divergent.

12. An ability to listen and read efficiently and analytically.

13. An ability to accept responsibility and to complete tasks successfully.

14. Accepts criticism and profits from it.

15. Can recognize his own limitations and willing to seek help when advisable.

16. Can use evaluation techniques effectively in diagnosing problems and assessing achievement of both the student and himself.

17. Skillful in operation and utilization of a variety of audio-visual equipment.

18. An understanding of the nature of the learning process.

More specifically, as related to the middle school sequence the candidate will be able to describe in writing or verbalize the following on completion of the program.

1. A rationale for middle school education.

2. A brief history of the growth of the middle school movement in the U.S.

3. Factors influencing the behavior of the ten to fourteen-year old.

4. The many roles of a teacher.

5. Theories of learning related to the teaching of middle schoolers.

6. Curriculum designs for a variety of middle school programs.

7. Organizational patterns for implementing middle school education.

8. Instructional techniques of individual instruction grouping, non-graded work, etc.

9. Technology in middle schools.

10. Activity programs.

11. Teaming possibilities.

12. Evaluative techniques.

13. Guidance practices.

14. Outdoor education possibilities.

15. Special needs children with learning difficulties.

16. Reading problems related to the teaching of middle school students.

17. Special subject area organization.

18. The use of media in middle school.

19. Problems of transition to a middle school design.

20. Middle school model programs.

21. Planning techniques.

22. An understanding of the community relationship.

23. An understanding of particular learning problems related to the pre-adolescent.

24. An understanding of the basic skills required to assist the student in the learning process.

The Gordon College Program is an outstanding model for preparing middle school teachers. Three features stand out which make it so. First, the comprehensive and varied nature of the coursework provides a unique preparation for the unique middle school. Secondly, the four-year intensive field-lab experiences provide multiple opportunities for students to practice and polish teaching skills. Finally, the small size of the program undoubtedly makes possible many components that would be difficult, if not impossible, to achieve in much larger universities.

B. Findlay College-Findlay, Ohio

In contrast to the Gordon College visit, my sojourn to Findlay College was uneventful weather-wise and went off without a hitch. The College is affiliated with the American Church of God and is located in Findlay, Ohio, a town of 40,000 residents. It currently enrolls 800 undergraduate students, 60 percent of whom reside on campus. The current enrollment is down 40 percent from its level in 1971. Its attractive, tree-lined campus is confined quite compactly to two city blocks adjacent to the downtown section of the city.

My contact person was Dr. Jerry Rottier, Chairman of the Division of Education. The middle school teacher preparation program is one of three professional programs in the Division of Education, the other two being elementary and secondary. Over 20 percent of the students in the College are enrolled in these three programs, with 28 students currently in the middle school portion.

During the 1972-73 school year, Division of Education faculty members began to explore the possibilities of a program to prepare teachers for transescents. Findlay was proud of its long tradition of preparing teachers for elementary and secondary schools, yet was aware that the weakest part of its program was in the area of middle school teacher preparation. After a series of formal and informal discussions on the topic, five general conclusions were reached. These conclusions became the program parameters for the planning and design of the program's components. These parameters follow:

1. All students completing a special program designed to uniquely prepare them to teach the transescent would have to also complete a regular elementary or secondary certificate. In the state of Ohio, there is no special certification for teachers of transescents and there did not appear to be a significant change forthcoming in the near future.

2. This program would have as its goal the preparation of teachers for transescents and not the preparation of teachers for a special organizational structure such as the junior high school or the middle school. Transescents are generally found in grades five through nine, and since middle schools and junior high schools encompass various combinations of these grades, it would be most difficult to design a program for a particular organizational structure.

3. A significant thrust of this program would have to focus on having prospective teachers fully understand the nature of the transescent and to possess the instructional skills to cope with a classroom of these youngsters. Thus the existing professional education sequence of courses for elementary and secondary certification needed to be examined to determine additional competencies that would have to be designed.

4. The content preparation of elementary teachers and secondary teachers needed to be examined to determine its appropriateness for teachers of transescents. An initial feeling we had was that the preparation of elementary teachers did not offer enough breadth and depth in the areas of language arts, mathematics, science, or social studies, and that a secondary student majoring in these areas did not possess the breadth of preparation necessary to complement the curriculum found in grades five through nine.

5. The final parameter in designing such a program was that current teachers and administrators would play a major role in planning the specific components of the program. While the Education Division faculty members have had experience in teaching the transescent, a combination planning effort could result in a stronger program. Also, they felt that involving teachers and administrators in the planning of the program would strengthen the integration of field-based experiences and campus classroom activities.

The program that emerged from the planning efforts was designed to complement the preparation already available for students enrolled in either elementary or secondary education. The following teacher-candidate competencies and basic program components were established:

1. TO UNDERSTAND THE SOCIAL, EMOTIONAL, PHYSICAL, AND INTELLECTUAL DEVELOPMENT OF THE TRANSESCENT

The complexity of the transescent demands that teachers of these youngsters possess the basic knowledge and understanding of the social, emotional, physical, and intellectual factors that affect them. To provide this foundation, all students enrolled in the MGTEP begin by taking a course in developmental psychology. The knowledge gained from this course permeates all other course-work and experiences designed for these prospective teachers of transescents.

2. TO DEVELOP AN INITIAL FEELING FOR THE REALITIES OF A CLASSROOM OF TRANSESCENT STUDENTS

3. TO UNDERSTAND ONESELF IN RELATION TO THE RESPONSIBILITIES OF TEACHING THE TRANSESCENT

The second and third competencies constitute the major thrust of the course Introduction to Middle Grade Teaching. In this course, students receive five weeks of classroom instruction on campus and spend twenty-five half days in a middle grade classroom functioning as a teacher aide. The field experience introduces students to the day-to-day operation of a middle grade classroom and provides them with an opportunity to view first hand the realities of teaching transescents. The combined classroom activities and field experience not only pushes students to evaluate their potential as a teacher but specifically as a teacher of transescents. At the conclusion of this course, personal interviews are held with each student by the instructor to review their progress and discuss their potential as a teacher of transescents. This, along with success in three other foundation courses, serves as an initial screen for students before being more formally accepted into the program. The decision is made by a faculty committee.

4. TO BE CAPABLE OF FUNCTIONING AS A TEACHER COUNSELOR WITH TRANSESCENTS

All students in the MGTEP must enroll in the course Guidance and Counseling in the Middle-Grades. It is designed to prepare future middle-grade teachers with a knowledge of the necessary techniques for entering into a helping relationship with transescent students. These youngsters have always

looked to teachers for counsel, therefore, teachers need to know how to be most helpful for those who seek them out for help in more than subject matter areas. These teachers also need to know how to identify which students can benefit from their counseling and which need to be referred to a specialist. Special emphasis is placed on the dynamics of human development and the important teacher's role in fostering human development.

5. TO RECOGNIZE READING PROBLEMS OF STUDENTS AND TO PROVIDE CORRECTIVE PROCEDURES

Reading difficulties of transescents are often the central reason for academic failures in grades five through nine. Teachers of these youngsters must be capable of recognizing reading problems students may be having and then be able to provide assistance to overcome these difficulties. All students completing the MGTEP receive instruction in this crucial area by taking a course called Developmental Reading for Adolescents.

6. TO UTILIZE VARIOUS TECHNIQUES OF TEACHING AND BE AWARE OF INSTRUCTIONAL MATERIALS TO MAXIMIZE LEARNING POSSIBILITIES FOR STUDENTS

Transescents are different from students in the primary grades and from those in senior high school. Consequently, it is most important that teachers in the middle grades be capable of adapting instruction to meet the needs and interests of these students. To this end, a special course, Middle Grade Methods, is designed to acquaint prospective teachers of transescents with a wide variety of teaching techniques and instructional materials appropriate for use in the middle grades. This course is divided into two

five-week sessions. The first five weeks are spent introducing students to methods of teaching appropriate for all subject areas and the last portion of the course focuses on teaching procedures and instructional materials in the four areas of language arts, mathematics, science, and social studies.

7. TO HAVE THE BREADTH AND DEPTH NECESSARY TO TEACH AT LEAST ONE SUBJECT AREA OF LANGUAGE ARTS, MATHEMATICS, SCIENCE, OR SOCIAL STUDIES

At the present time, students completing an elementary certificate receive a limited amount of instruction in many different subject areas. Secondary teachers receive indepth instruction in one subject area. Middle grade teachers need more depth and breadth in one subject area than is required of elementary teachers and secondary teachers need more breadth in their specific area of preparation. Hence the MGTEP requires students with an elementary certificate to select one discipline of language arts, mathematics, science, or social studies and enroll in approximately thirty quarter hours of coursework. Secondary students majoring in one of these four disciplines are required to take coursework lending more breadth to their preparation. For example, a student majoring in English must take twelve hours in speech and drama.

8. TO DEMONSTRATE THE ABILITY TO TEACH THE PRE-ADOLESCENT

The final culminating experience in the MGTEP is to student teach in a middle grade for ten weeks. Under very close supervision by a college professor and an exciting and effective cooperating teacher, these students are given the opportunity to demonstrate the knowledge and skills acquired in

their program of preparation while working with a classroom of transescents. All five Division of Education faculty share the supervision responsibilities. Students are placed within a ten-mile radius of the campus.

The courses of the program average about 15 students per section. Currently, 4 2/3's Teaching FTE are allocated to the middle grades program with 550-600 SCH per semester being produced. Several of the courses have a field-lab component, most of which is accomplished in a single collaborative school in Findlay. In addition, approximately 100-125 clock hours of the experiences are obtained in other schools.

Following are the specific professional education courses required on the middle grades program:

Holders of an Elementary Certificate

Psyc 210-----Studies in Development: Adolescent (4)

Psyc 210-----Studies in Development: Child (4)

Educ 220-----Orientation to Teaching (2)

Educ 221-----Initial Teaching Experience (3)

Educ 305-----Educational Psychology (3)

Educ 306-----Classroom Evaluation Techniques (2)

Educ 307-----Guidance and Counseling in the Middle-Grades (4)

Educ 311-----Children's Literature (4)

Educ 320-----Developmental Reading I (4)

Educ 321-----Developmental Reading II (4)

Educ 406-----Methods in Elementary Social Studies (2)

Educ 407-----Methods in Elementary Science (2)

Educ 409-----Methods in Elementary Language Arts (4)

Educ 410-----Methods in Elementary Mathematics (5)

Educ 430-----Methods in Middle-Grade Teaching (4)

Educ 450-----Management of the Elementary Classroom (1)

Educ 451-----Student Teaching - Elementary (4)

Eng. 341-----Developmental Reading for Adolescents (4)

Holders of a Secondary Certificate

Psyc 210 Studies in Developmental: Adolescent (4)

Psyc 210-----Studies in Developmental: Child (4)

Educ 220-----Orientation to Teaching (2)

Educ 221-----Initial Teaching Experience (3)

Educ 305-----Educational Psychology (3)

As mentioned earlier, there is no separate certification for middle school teachers in Ohio. At Findlay College this forces integration of the middle grades program with elementary or secondary certification requirements, meaning that students could be over-prepared in some areas and under-prepared in others. Students on the elementary certification track do not have to complete a concentration in a subject area; the secondary track students must complete at least one. To compensate for this discrepancy, students on the middle school program must have at least one area of concentration.

The Findlay program is similar in many respects to the Gordon College program. Both are small and thus highly personal for teacher candidates. Findlay has a better variety and selection of professional education coursework, while Gordon has a much stronger field-lab program in a better collaborative school. Both programs, however, are outstanding.

C. Illinois State University-Normal, Illinois

After visiting and studying two small, liberal arts colleges, I was ready to move, for comparison, to the three much larger state-supported universities of my study. The visit to Illinois State University in Normal, Illinois, was nostalgic for my wife, Barbara, and me. It was there that we had first met while receiving our formal training for teaching in the early 1960's, graduating in 1963 and 1964, respectively. When I entered what at that time was Illinois State Normal University, 4,000 students were all enrolled in teacher education. Today, 19,000 are enrolled in the tremendously diverse programs of a multi-versity. Needless to say, the campus landscape had been altered considerably in those 18 years, so "going home" was in a way both sentimental and traumatic.

Illinois State and Central Michigan University have been very similar historically and educationally. This was one of the features that first attracted me to CMU. Both have been recognized for decades as the best teacher-education institutions in their respective states. One feature that differentiates the two in their schools of education, however, is the presence of a formal

program for middle school teacher education at Illinois State. The Illinois State program is perhaps the oldest in the country, having been initiated in the junior high school days of 1954.

My contact person at Illinois State was the very gregarious Dr. Jerry Cantlon, Coordinator of Middle School/Junior High Teacher Education, a member of the faculty since 1962. The middle school program is a section within the Department of Curriculum and Instruction. An allocation of 2.25 FTE is spread among five members of the Department, two of whom carry the major part of the load. There are 120 students currently enrolled in the program, down from 150 five years ago. Section sizes average about 20 students.

The State of Illinois has a dual certification plan: elementary, grades K-9; and secondary, grades 6-12. Most students in the Illinois State program receive the elementary certificate. Through an involved transcript evaluation process, however, they may receive the grades 6-12 secondary certification.

The goals of the Junior High/Middle School Program of Teacher Education at Illinois State University are based upon the following assumptions concerning the public education of early adolescent youth:

1. Human growth is characterized by significant stages of development. One of these is that stage, generally referred to as transescence, which encompasses the period of pubescence in the individual's life as well as immediate pre- and post-period developments.

2. The correlation which exists between a pupil's developmental stage and his/her learning needs and motivations necessitates an educational program which is responsive to these needs. Just as the educational needs of children necessitate appropriate programs in the elementary school and the needs of youth in the middle and later adolescent years must be addressed by the senior high school, those youth in between--the transescents--have unique learning needs which are the particular charge of the junior high/middle school.

3. The school assists in the fulfillment of pupils' learning needs primarily through its programs and personnel. Such fulfillment demands the achievement of a complexity of competencies on the part of the latter in order to insure that programs are developed and implemented in the light of the peculiar behavioral characteristics and learning needs of the pupil population to be served. These competencies require a high level of specialization on the part of personnel at each of the school levels.

4. Fundamental to the achievement of this specialization at the junior high/middle school level is the professional's command of the classical functions of transescent education and the expertise required in designing and implementing program features which are dictated by these functions. Fulfillment of these broad responsibilities by the junior high/middle school leads to the attainment of program objectives.

Given these assumptions, the following goals have been established for the University's junior high/middle school teacher education program, and are considered essential to the level of professional preparation required for working with youth at this school level:

1. The pre-service teacher will have had sufficient formal preparation and direct experience to enable him/her to work effectively with transescent youth as an instructional leader and adult role model, whatever the school's curriculum form or grade organization.

2. The pre-service teacher will have achieved a thorough grounding in the foundations of junior high/middle school education, with particular emphasis given to the functions of transescent education, human growth and development, and adolescent psychology.

3. The pre-service teacher will have acquired competence in his/her chosen subject matter fields(s) consistent with the breadth and depth of curricular demands of the schools in which he/she expects to teach.

4. The pre-service teacher will be endowed with the pedagogical expertise to enable him/her to translate acquired foundational concepts and subject matter knowledge into effective instructional leadership of transescent youth.

5. The pre-service teacher will have developed an appreciation for the characteristics and purposes of the junior high/middle school as an institution, a feeling of commitment to the institution and its goals, and an ability to translate these values into a meaningful participation in behalf of the pupils and their school.

6. The pre-service teacher will have developed an appreciation for the unusual characteristics and qualities of transescent youth, a willingness to engage in and commit oneself to activities involving transescents in behalf of worthy objectives, and an enjoyment in interacting with youth at this developmental stage.

These goals are accomplished by students in the four years of the program through the following required professional education courses:

130 Introduction to Early Adolescent Education-1 hour

131 The Early Adolescent in the School-1 hour

132 The Teacher in the Junior High/Middle School-1 hour

233 The Junior High/Middle School and American Education-1 hour

333 The Junior High/Middle School-3 hours

306 Reading for Early Adolescence-3 hours

390 Methods of Junior High/Middle School Teaching-3 hours

302 Adolescent Psychology-3 hours
231 Philosophy of Education-3 hours } 8-week block

399.55 Student Teaching-8 hours
389.56 Senior Seminar-3 hours } 8-week block

Total Hours--30

Approximately 100 hours in lab-intern experiences are completed before student teaching. The 131 and 132 courses involve observation experiences at Metcalf Elementary School, a professional lab school on the Illinois State campus. In the 390 course, students serve 25-30 hours as a teacher's aide at Bloomington Junior High School in Bloomington, Illinois, a city adjacent to Normal. In the 306 Reading course, students work as aides in the reading lab also at Bloomington Junior High. This school serves a collaborative role for the program, also being a site for most candidates' student teaching experience. It is interesting that Illinois State has a grades 7-12 lab school, but the program coordinator prefers not to send students into the school because of a disagreement in philosophy.

Eight to ten students at a time will be student teaching in the field. The university student teaching coordinator is campus-based.

In subject matter preparation, to meet the broad-field demands of middle school teaching, students are guided through coursework which is specifically attuned to the special curriculum requirements of most middle schools. To accomplish this, study in a number of the University's departments is necessary. An average of 35-40 hours is required in broad fields like science, language arts, social studies, and reading. The science teacher, for instance, needs work in the life sciences, earth science and the physical sciences. The language arts teacher will have had study across a broad spectrum, including reading, grammar, composition, American literature, speech and often a measure of work in theatre and library science. Reading is a prominent element in all language arts and social studies preparation, usually accounting for 6 -18 semester hours.

In addition to broad fields specialization, students may select a more specific and limited 24-hour minor from any of the following areas: physical education, health, music, art, industrial arts, home economics, or reading.

Because of its size, the Illinois State program cannot provide the breadth and intensity of early field-lab experiences found at Gordon and Findlay Colleges. Also, its class sections and overall program enrollment are much larger, minimizing the personal dimension. Nonetheless, it offers a quality program for middle school teacher preparation unmatched by most other universities of its type.

D. University of Florida-Gainesville, Florida

The peach trees in bloom along I-75 in Georgia and balmy temperatures in the 70's provided welcome relief from the prolonged winter gray of Michigan in late March. And what is it about the first sight of palm trees as one crosses the border into Florida that always evokes a rush of exhilaration and excitement. I had saved the most pleasant part of my travel experience for the last.

I also anticipated meeting again with my close personal friend and a leader in the national middle school movement, Dr. Paul George. Paul had arranged an intensive series of experiences to better acquaint me with the Florida program, one of the pioneers in modern preparation of middle school teachers.

The University of Florida enrolls 30,000 students in a host of undergraduate and graduate programs. It is the largest institution in Florida and has long been recognized as one of the great universities of the South.

In 1971, a visitation team from the Southern Association of Schools and Colleges recognized the leadership that the University of Florida had given to the emerging middle school movement in the state and across the nation. The team recommended that the University develop a training program for middle school teachers. At the same time, the Florida State Department of Education (SDOE) began to be concerned about staffing the growing number of middle schools with teachers trained specially for the middle school. This concern resulted in the designing of a new special middle school certification. According to SDOE plans, teachers in Florida's middle schools would have to possess this

new certificate after 1975. In the Fall of 1970, the College of Education at the University of Florida responded with the creation of one of the nation's first middle school teacher education programs. Since then, many changes have developed.

The University's first action, in light of this developing need, was to design a two-year middle school teacher education program that the faculty would accept and the SDOE and NCATE would approve. This meant, of course, that a very crucial question had to be answered: Did the middle school teacher education program belong in the Elementary Education Department, the Secondary Education Department, or should an entirely new department be created? Their response to this question was that no new fragmentation (new departments) should occur. Further, all concerned realized that neither the Elementary nor the Secondary Departments should have responsibility for the total program. The solution viewed by some at the time as a temporary one, was to create two programs, one located in the Elementary Department and another in the Secondary Department. These two programs, although offered by separate departments, were created by a special cross-departmental Middle School Section, composed of faculty members from a number of departments in the College of Education who were concerned about middle school teacher education.

The program was, therefore, an interdepartmental one staffed by the Department of Curriculum and Instruction; it was planned by the Middle School Section, a group with representation from the Departments of Childhood Education, Secondary Education, Foundations of Education, Curriculum and Instruction and Counselor Education. One of the most attractive aspects of the program was its potential service as a vehicle for interdepartmental cooperation and development.

The middle school programs that came from the planning by the special section were, as might be expected, quite similar, even though they were for two different departments. Each required an area of concentration of at least twenty-seven quarter hours in an academic area. Additionally, students were asked to complete eighteen quarter hours in a second area. This academic concentration was complemented by a number of required professional education courses in educational foundations, curriculum, special methods, laboratory experiences, and student teaching. Not a very original or unique program, but at least it was a beginning; perhaps it was more of a prologue.

These two programs were approved by the Department of Education and NCATE, and the Florida special middle school certification was drawn up. This certificate required that teachers be certified in one of the four subject areas of language arts, social studies, science or math. No general or broad field certification (one similar to the elementary certificate) was available. Reasonably enough, the certificate matched the University of Florida's twin programs quite

well. At that point, in early 1971, with programs designed and approved, and with the new certification awaiting successful participants, recruiting for the programs began.

After several months of vigorous publicizing and recruiting, only a few students had opted for either of the middle school programs. An analysis of the situation revealed that, in addition to the new and unfamiliar nature of the programs, several other factors were helping to keep enrollment at a minimum. Chief among these items was the fact that the new middle school certification would provide, at present, a limited economic opportunity.

Teachers who possessed only the new middle school certificate would be able to teach in the state's nearly 120 middle schools, and in no other. This meant that the name of the school, rather than the nature of the program or the age of the child, determined whether or not a teacher certified for that particular school. As a result, even though Florida may have 250 middle schools by 1980, the promise of such an increase was not enough to attract large numbers of students. The need for a new approach was obvious, and the Middle School Section set about to design that new approach. The presently operating program was the result of this planning.

The two-year programs in the elementary and secondary departments were scrapped, because a program without students was worse than no program at all. They realized, nevertheless, that the survival of the middle school depended on a supply of specially trained and committed teachers and a new rationale began to develop.

Since the middle school builds upon the elementary school, it was argued that competency in teaching at the elementary level provides a strong foundation for the further development of competencies for middle school teaching. Just as preparation in elementary education provides the basis for building competencies in early childhood education, it can also serve in the same fashion for teachers of older students at the other connecting range, the middle school. Secondary education offers similar examples at the junior high school and junior college levels.

Realizing that any new program had to be built upon the best insights available from new directions in teacher education, the Middle School Conversion Quarter (MSCQ), as the program came to be called, was designed to incorporate these new dimensions. The MSCQ is competency-based, field-centered, and individualized, drawing upon the best of the humanistic and competency-based teacher education models. The program is unique in that it offers an unusual opportunity for those who discover, late in their elementary or secondary preparation programs, that teaching middle schoolers is the challenge they have been seeking.

The Middle School Conversion Quarter begins, for each student, only when he or she has completed a standard undergraduate program in elementary or secondary teacher education. Participants are, therefore, qualified teachers at a closely related level. Criteria for admission to the MSCQ include completion of requirements for a regular Florida teaching certificate and the recommendation

of the appropriate university department, or the immediate supervisor if the teacher is already employed. In addition, each student must possess the necessary requirements for subject certification (27 quarter hours) in social studies, science, language arts, or math. Completion of a course in reading is also required for certification. Hopefully, the nature of the program (new, small, and manageable) yields an opportunity for teacher educators to exercise greater control over the number of candidates for available public school positions.

The MSCQ, composed of a graduate program of 16 credit hours taken in a block (The Emergent Middle School, four hours; Middle School Practicum, twelve hours) becomes, for participants, the culminating experience in pre-service teacher preparation. It is ordinarily an "add-on" quarter of almost total involvement in middle school education. Participants do not, except in special cases, take any other coursework during the term. Paul works with about 15 students each quarter in the program. This is his total load for that quarter.

In a manner similar to the student teaching experience, it is a total immersion in the theory and practice of middle school teaching. This provides not only the benefits of an intensive learning experience but also facilitates the growth of more meaningful faculty-student interpersonal relationships often so difficult to provide in the large university situation.

As a field-centered experience, the program requires participants to spend a great deal of time (approximately twenty hours a week) in one or more middle schools. Experiences include one-to-one relationships with middle school students, small group work, and as the highlight, membership on an interdisciplinary teaching team.

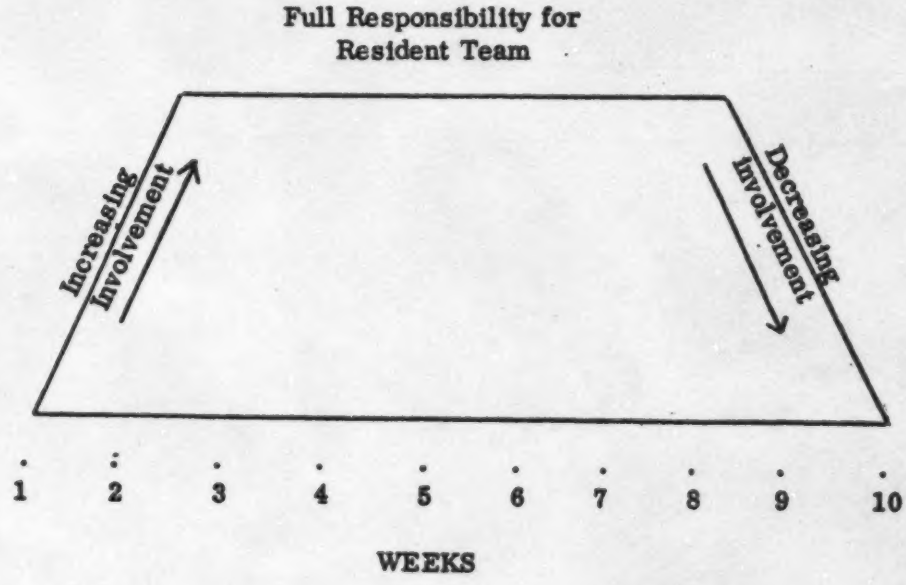
Six middle schools from Alachua County, the county in which Gainesville is located, are used as collaborative schools for the field-centered experience. Each quarter a different school is used and all of the students in the program are placed within that school for their field experiences.

Each "resident," as MSCQ participants are called, is a member of a resident teaching team of from four to seven teachers. This resident team works in close cooperation with, and under the direction of, a Host Team from a local middle school for a period of ten weeks. Beginning near the point where their student teaching experience left off, the members of the Resident Team gradually assume more and more responsibility for planning and teaching in the unit as the term progresses. Planning units which will be taught by the team take much of the unscheduled time of the residents.

Eventually, near the middle of the term, the Resident Team releases the teachers on the Host Team from all but a few instructional responsibilities. For a period of about three to four weeks, the Resident Team has the total responsibility for instruction. During this time, teachers on the Host Team engage in activities outside the unit: curriculum development, tutoring, team

building activities, school visits, and other activities which their released time permits. One member of the Host Team remains on call for the residents at all times. Toward the end of the quarter the Host Team gradually works back into full-time teaching, releasing the residents for wrap-up activities, reflection, and analysis.

Graphically, it looks something like this:



The in-school experience is combined with seminars, lectures, reading, and other group work designed to help residents analyze and integrate the insights and experiences gained in the school. These experiences also increase interpersonal interaction among staff, faculty, students, and school personnel.

The schedule for the average week during the quarter looks like this:

	Monday	Tuesday	Wednesday	Thursday	Friday
8:00 am					
	----------Residents working the Middle Schools----------				
12:00 m					
	-Unscheduled time for team meetings, gathering material, conferences -				
4:30 pm					
	Middle School Theory Course	Practicum Seminar	Middle School Theory Course	Practicum Seminar	
6:30 pm					
	---------- Unscheduled----------				
Evening					

As a competency-based program, the Florida model emphasizes the development of necessary and observable competencies considered significant in this area. The term begins with an intensive self-appraisal, by individual residents, of competencies in middle school teaching. Each resident, with help from college faculty, develops a Personal Competencies Profile which becomes the guideline for self-improvement experiences throughout the remainder of the term. At the end of the term, the student engages in a summative re-evaluation self-appraisal.

The program involves the collection of more direct evidence of teaching competence than formerly required in most teacher education experiences. Students are responsible for the compilation of a Personal Competencies Portfolio. The Portfolio is the file-like repository for a continually accumulating amount of evidence which testifies to the amount of expertise developing in the areas of competence identified for development. Through a battery of low inference measures, opinions, tests, notes, completed modules, etc., the student collects evidence that should attest to the development of competencies required for successful completion of the program.

Participants in the program are expected to acquire or refine their performances in a number of clusters of competencies, including the following:

1. Classroom applications of knowledge of the nature of the transescent learner.

2. Basic instructional skills: multi-media, variety, individualizing, problem-solving, questioning, etc.

3. The curriculum of the middle school.
4. The facilitation of personal growth of middle school students.
5. Cooperative teaching.
6. Multi-disciplinary and interdisciplinary instruction.
7. Teaching the skills of continued learning.
8. Productive community relationships.

One way which participants may choose to use to improve their competencies is through the completion of self-instruction learning activity packets or modules, developed in the University's Middle School Competencies Project. Approximately 25 action-oriented modules, focusing on 20 middle school teaching competencies, are available for student use. Each module allows the resident to work at his own pace, and to choose from among a variety of learning activities. Completed modules are accepted as evidence of competence in the area of concern.

Upon successful completion of all the requirements of the program, in addition to the completion of either an elementary or secondary program, the student's transcript is endorsed as having completed a state-approved and NCATE-approved program in middle school language arts, science, math, or social studies. The student graduates with a dual certification in either Elementary or Secondary Education and Middle School. In addition, the student earns approximately one-third of the credits necessary for the Master's of Middle School Education degree.

In the important area of acquiring a teaching position, reports from students reveal a very great interest on the part of personnel offices and middle school principals in the candidate for a teaching position who possesses the middle school certification earned through the University of Florida program. Middle school administrators are very much interested in hiring teachers who already know what a middle school is supposed to be, and who possess the proper certification. Apparently principals who have been struggling to convert to the middle school format have discovered that converting the faculty is an enormous inservice task which can be lessened considerably by hiring teachers who already are conversant with and committed to the middle school concept.

As an add-on term program, the Florida model is much different from the three programs described previously. It lacks the long-term personal contact and involvement with students a four-year program provides. And while its lab experience is intense and of high quality, it is only one as opposed to the many that could be offered in a four-year program. Paul recognizes these weaknesses and would like to move to a four-year undergraduate model, but is hampered by the very limited Florida middle school certificate endorsement.

E. University of Georgia-Athens, Georgia

On my return from Florida, I made a short jog from I-75 northeast of Atlanta to Athens, Georgia, home of the University of Georgia. My contact person there was Dr. Mary Compton, Coordinator of Middle Grades Education.

The program for the preparation of middle school teachers is the product of the joint effort of the varied departments in the College of Education which are concerned with the preparation of classroom teachers. The characteristics of this program are based on the ever-increasing volume of literature on the middle school, descriptions of programs of exemplary middle schools throughout the nation, opinions of scholars within the various subject-matter fields, and the invaluable considerations of practicing middle school teachers.

Two fields of specialization are required in the attempt to broaden the perspective of the teacher and to aid in demonstrating the relationship between various subject areas.

The program makes possible many combinations of preparation: language arts and social studies, mathematics and science, art and music, music and science, physical education and science, industrial arts and social studies to mention a few. Courses in the teaching field component are selected on an individual-student basis with the approval of an advisor appointed by the chairman of each subject-matter department of the College of Education.

Four professional phases are utilized, beginning with the freshman year for students who enter at that level and are prepared to commit themselves to teaching in a middle school. Transfer students enter the sequence at the junior-year level. Each phase is taught as a field experience in middle schools and is competency-based. In the first phase the focus is the nature of

the learner. The student works in a middle school in one of his two areas of specialization with instruction in methods and materials (emphasizing a variety of media) focused on this subject area. The second phase is also centered on the child as a learner with an emphasis on the helping relationship of the adult model and provides experiences in a second area of specialization with its methods and materials. The teaching of communication skills is also emphasized during this second phase -- particularly those of reading. The third phase combines the two areas of specialization with diagnostic teaching strategies. Student teaching is the fourth and final phase, and this internship is utilized as a capstone to professional preparation.

The phases of the professional sequence are planned to be developmental. No student is permitted to enter Phase II, for example, until he has successfully completed Phase I.

Each phase is staffed by an inter-departmental team of specialists. The team is responsible for supervision of students in the schools, conducting seminars, and designing experiences which will meet student needs during each phase of professional education.

Two elective components are provided. Teaching field electives are provided to strengthen preparation in the two areas of specialization. These are selected by the student with the approval of his advisor in his first teaching field.

A second elective component is left entirely to the student's discretion. The purpose of this component is to provide for the interests of each individual student.

When the student first expresses an interest in pursuing the program, he talks to one of three general middle school advisors in the Division of Elementary Education. When he has determined that this is the desired program and he has selected two areas of specialization, he is referred to an advisor in each of the subject areas. Throughout the program, this advisory team of three professors works with him. All middle school advisors are members of the Middle School Curriculum Committee, which is responsible for evaluation and revision of the program.

The Program

I. General Education -75 qtr. hrs.

A. Humanities - - - - - - - - - - - - - - - 25 qtr. hrs.

FA 300 Music and the Visual Arts 5

SPC 108 Fundamentals of Speech 5

Composition 5

B. Social Science- - - - - - - - - - - - - - 20 qtr. hrs.

POL 101 American Government 5

C. Science- - - - - - - - - - - - - - - - - - 20 qtr. hrs.

Biological Science 10

Physical Science 10

D. Mathematics- - - - - - - - - - - - - - - -10 qtr. hrs.

II. Teaching Field Component- - - - - - - - - - - - - - - 55 qtr. hrs.

A. Content courses in Teaching Area I 25 qtr. hrs.

B. Content courses in Teaching Area II 15

C. Teaching field electives 15

III. Professional Education Component- - - - - - - - - - - 45 qtr. hrs.

A. Professional Phase I 10 qtr. hrs.

Introduction to Education

Nature of the Middle School Learner

Methods (Teaching Area I)

Middle School

Educational Media

B. Professional Phase II 10 qtr. hrs.

Psychology of Learning

Personal Counseling

Methods (Teaching Area II)

Communication Skills (Reading)

Middle School

Educational Media

C. Professional Phase III 10 qtr. hrs.

Methods (Teaching Areas I and II)

Diagnostic Teaching Strategies

Middle School

Educational Media

D. Professional Phase IV — 15 qtr. hrs.

Internship

IV. Other Requirements- 21 qtr. hrs.

A. Physical Education — 6 qtr. hrs.

B. Electives — 15

UNIVERSITY OF GEORGIA
PROGRAM OF WORK FOR MIDDLE SCHOOL TEACHERS
B.S. EDUCATION

Grades 5 - 8

SUBJECT AREA	HRS REQ	PROFESSIONAL SEQUENCE	HRS REQ
HUMANITIES	25	PROFESSIONAL PHASE I	10
Composition		Introduction to Ed.	
FA 300		Nature of M.S. Learner	
SPC 108		Methods (Tchg. Area I)	
		Middle School	
SOCIAL SCIENCE[a]	20	Educational Media	
POL 101		PROFESSIONAL PHASE II	10
SCIENCE[b]	20	Psychology of Learning	
		Personal Counseling	
Bio. Science		Methods (Tchg. Area II)	
Phys. Science		Communications Skills (Reading)	
		Educational Media	
MATHEMATICS	10	Middle School	
PHYSICAL EDUCATION	6	PROFESSIONAL PHASE III	10
TEACHING AREAS[c]		Methods (Tchg. Area I)	
		Methods (Tchg. Area II)	
Approved Teaching Area I	25	Diagnostic Tchg. Strategies	
Approved Teaching Area II	15	Middle School	
Approved Teaching Area Electives	15	Educational Media	
		PROFESSIONAL PHASE IV	15
ELECTIVES[d]	15	Internship	
		TOTAL HOURS	196

[a] History 251 or 252 (American History) required unless exempted by history exam.
[b] Students selecting science as Teaching Area I or II must select science courses with the approval of an advisor from Science Ed.
[c] To be determined with the approval of advisor specified in Teaching Area I.
[d] Free electives to be determined by the student.

The Georgia program is exemplary for an institution of its size. It has a strong field-lab program and a well-balanced offering of courses. Its presence in a division of elementary education apparently provides a good deal more flexibility than if it were in secondary education.

IV. A MIDDLE SCHOOL TEACHER PREPARATION PROGRAM FOR CMU?

Given the recent directions in certification revision from the State Board of Education, consideration for a new middle school teacher preparation program at CMU must be planned within the present certification code. This further necessitates working within the existing organizational structure at AMU since it is geared to the certification law.

The following model is a first draft only, intended soley to initiate study and discussion in the Secondary Education Department in the Fall of 1978. Then, this model, or a modification of it, can be forwarded through the appropriate School of Education, Teacher Preparation Council, and University channels for further review, revision and hopeful implementation. More program detail, like specific course syllabi, will, of course, be developed as the review process begins. The intent in this report is only to initiate the process.

The proposal is concerned only with the professional education sequence. If this model can be successfully implemented, then the very long and complex process can be begun to encourage and work with other Schools and Departments within the University to revise major-minor requirements to make them more appropriate for middle school teaching.

A general rationale for the program was established in Part II. The following general competencies, derived from the rationale, would frame the goals of the program in terms of desired candidate outcomes.

General Competencies

During and at the end of the middle school teacher education program, each pre-service middle school teacher will have developed, achieved or acquired:

1. an understanding and appreciation of the physical, intellectual, social, and emotional characteristics and development of transescent youth.

2. a thorough grounding in the foundations of middle school education with particular emphasis given to the functions of transescent education, human growth and development, learning theory, and the learning process.

3. competence in chosen subject matter fields consistent with the breadth and depth of curricular demands of the schools in which he/she will teach.

4. the ability to utilize various instructional skills, techniques, and media necessary for successful middle school teaching, multi-media, individualization--instructional and evaluative, inductive-inquiry problem-solving, questioning, and small group.

5. knowledge of the professional organizations and literature related to middle school education.

6. skill in organizing and participating in departmental and/or interdisciplinary team teaching and planning arrangements.

7. capabilities of functioning as a teacher counselor and role model for transescents.

8. techniques for diagnosing reading problems and providing corrective measures for them, and for teaching reading in the content area.

9. techniques for diagnosing basic learning disabilities and working with specialists in providing corrective measures.

10. abilities to design curriculum to promote the basic skills of continual learning and personal development so crucial for the growth of transescents.

11. understanding of various curriculum designs, instructional materials and organizational patterns available to achieve the middle school concept.

12. personal competence in speaking and writing communication skills.

Professional Education Coursework

To realize these competencies, an outline of professional education coursework has been developed. The number of hours, 27, is more than the current 21 hours required on the secondary education program, but less than the 30 hours required on the early childhood and elementary program. Just as the hours of coursework of the secondary and elementary programs are justified in terms of the unique nature of high school and elementary school teaching, respectively, the hours and coursework of the proposed program reflect the very unique nature of middle school teaching. Neither the present secondary or elementary programs will appropriately satisfy that uniqueness. The proposed program would be entitled Middle School Teaching Option and would make up the Curriculum for Secondary Teachers along with the currently existing program which would become a High School Teaching Option.

* SED____	Initial Experience in Middle School Teaching: A -- 1 Hour, B -- 1 Hour	Freshman and Sophomore Years	2 Hours
* ELE/SED ____	Interpersonal Skills for Middle School Teaching (Guidance Skills in the Classroom)		2 Hours
SED 318	Reading in Content Areas in Secondary Schools		2 Hours
* SED 410	Psychological Foundations (Middle School Emphasis Through Specially-Designated Sections)		3 Hours
* SED 415	Social Foundations (Middle School Emphasis on History and Philosophy of the Middle School)		3 Hours
SED 420	Educational Media		2 Hours
**STT 425	Secondary Methods (Middle School Emphasis)	Directed Teaching Semester in a Middle School	3 Hours
**STT 430	Senior Seminar		2 Hours
**STT 444	Directed Teaching		8 Hours
			27 Hours Total

* Early Field-Lab Experiences -- 10 Hours
**Directed Teaching Semester -- 13 Hours

A critical component of the proposed program is its heavy emphasis upon pre-directed teaching field-lab experiences. The Initial Experience in Middle School Teaching course would consist of two semester-long one-hour components to be taken in the Freshman and/or Sophomore years. The course would place students in actual middle school settings for observation, tutoring, and teacher aide types of experiences. This would serve as a self-screen to help them decide, early in their university experience, whether or not middle school teaching is

for them. Several other of the courses would have a field component to integrate theory and practice. These would take place in three or four collaborative middle schools within a 25-mile radius of Mt. Pleasant and would be planned and administered jointly by CMU faculty and personnel in the schools. Many of the students could also complete the Directed Teaching Semester in the same schools. Where possible, university professors would exchange positions with teachers in the schools on a single-course basis (clinical professor). A very successful collaborative school model was developed over a three-year period with Gardner Junior High School in Lansing and could serve as a base for the field-lab component of the proposed program. The clinical professor idea was field-tested by a teacher at West Intermediate School in Mt. Pleasant and me two years ago.

By employing summer and mini-session, off-campus centers at a much greater distance from the main campus could provide an alternative to part of the on-campus course-lab program components.

Middle school teacher preparation at Central Michigan University has been delayed too long. This report should serve as a catalyst to initiate efforts to develop a program so that outstanding teachers can be provided for the state's 250 middle schools. The time is now; the time is right.